

MINUTES

STATE BOARD OF EDUCATION SPECIAL MEETING

Ladislaus B. Dombrowski Board Room
John A. Hannah Building
608 West Allegan
Lansing, Michigan

October 1, 2007
9:30 a.m.

Present: Mr. Michael P. Flanagan, Chairman (via telephone)
Mrs. Kathleen N. Straus, President
Mr. John C. Austin, Vice President (via telephone)
Mrs. Carolyn L. Curtin, Secretary
Mrs. Marianne Yared McGuire, Treasurer
Mrs. Nancy Danhof, NASBE Delegate
Mrs. Elizabeth Bauer
Mr. Reginald Turner
Ms. Casandra Ulbrich
Mrs. Sue Carnell, representing Governor Jennifer M. Granholm,
ex officio

Absent: Mrs. June Teisan, 2007-2008 Michigan Teacher of the Year

I. CALL TO ORDER

Mrs. Straus called the meeting to order at 9:42 a.m. She said State Superintendent Mike Flanagan is on his way to a medical appointment and will join the meeting via telephone. She said she would chair the meeting in Mr. Flanagan's absence.

Mrs. Straus welcomed everyone to the meeting, noting that there was a short government shut down when the budget expired at midnight on September 30 and negotiations continued. She said an agreement was reached in the Legislature and with the Governor in the early morning hours of October 1 allowing government operations to resume and the State Board of Education to convene as scheduled.

II. APPROVAL OF AGENDA AND ORDER OF PRIORITY

Mrs. Straus said the only modification to the agenda is that Public Participation has been moved. She said comments from the public will now be heard following the staff presentation of the Social Studies Content Expectations and questions from members of the Board and staff response. She said public comment will precede the vote on the item.

Mr. Turner moved, seconded by Mrs. Curtin, that the State Board of Education approve the agenda and order of priority, as modified.

The motion carried unanimously.

III. INTRODUCTION OF STATE BOARD OF EDUCATION MEMBERS, DEPARTMENT STAFF, AND GUESTS

Mrs. Eileen Hamilton, State Board Executive, introduced members of the State Board of Education, Department of Education staff, and guests attending the meeting.

IV. APPROVAL OF K-12 CONTENT EXPECTATIONS FOR SOCIAL STUDIES

Dr. Sally Vaughn, Deputy Superintendent and Chief Academic Officer; and Mrs. Betty Underwood, Interim Director, Office of School Improvement; presented the K-12 Content Expectations for Social Studies.

Dr. Vaughn said the Draft K-12 Content Expectations for Social Studies are being presented to the Board following field, legislative, and national reviews. She said comments and suggestions made by members of the Board during the September 11 meeting have been incorporated into the document. She said Board members were provided additional modifications to this document on Friday, September 28, 2007.

Mr. Flanagan said he appreciates the willingness of the Board to convene this Special Meeting to approve the K-12 Content Expectations for Social Studies, so that an approved document can be presented during an October 4, 2007, "roll out" professional development session. He said the session will be held at the Kellogg Center in cooperation with Michigan State University's College of Education.

Mrs. Underwood reviewed the process for the document's development, public review, and revision. She also provided an overview of the modifications.

Mrs. Carnell asked if the committee reviewed how Social Studies is taught in other states. Mrs. Underwood said standards in eleven other states, national standards, NAEP framework, and previous reviews of former Michigan standards were taken into consideration.

Mrs. Straus asked if members of the Legislature provided comments. Mrs. Underwood said although the document was provided to members of the Legislature during the public review period, no formal comments were received from Legislators. Mrs. Bauer and Mrs. Danhof said they just recently received a letter from Representative Bruce Caswell.

Mrs. McGuire asked if the requirements for third grade students are too difficult, and whether information from other states has been reviewed to be sure it is possible for third graders to achieve the proposed Social Studies expectations. Mrs. Underwood said an expanding environments model is being used as students in kindergarten study themselves and others; first graders study families and schools; second graders study their neighborhood and local community; third graders study Michigan; fourth graders study the United States; and fifth graders study integrated United States History that builds on history, geography, economics, and civics and government learned in earlier grades. She said previous standards were grouped kindergarten through second grade, third through fifth grade, sixth through eighth grade, and ninth through twelfth grade. She said the Michigan Curriculum Framework did not specify grade levels. She said High School Graduation Requirements are rigorous, and the bar is being raised, and professional organizations and intermediate school districts are preparing to offer professional learning opportunities to help teachers implement, align, and integrate information. She said during professional learning sessions teachers are asked for their opinions on differences, gaps, alignment, resources, and support.

Mrs. McGuire expressed concern about the use of the term "Middle East." She suggested that "Middle East" be changed to "Arab World" in Section 7.3 on page 29 of the High School Social Studies Content Expectations. She said the geography of the region and forms of government should also be included. Mr. Austin said the Arab World should be consistent with how other cultures are mentioned in the document.

Mrs. Danhof said the how, when, and where of civic participation are not identified. She said it is necessary to tell students how to assume the duties of citizenship, when to do so, and where to go to participate in decision making.

Mrs. Danhof said Section U3.3; 5-U3.3.6 of the elementary document regarding federalism does not seem to take into account the concern for states rights at the time the Constitution was written.

Mrs. Danhof said she is concerned about moving Michigan History from grade four to grade three and adding to an already full third grade curriculum. She said she is also concerned about costs associated with a curriculum move from fourth to third grade.

Mrs. Straus said she agrees with Mrs. Danhof regarding the how, when, and where of civics. She said it is important to teach the basics first, for example, tax breaks should not be mentioned without prior explanation of the taxation system and the reasons taxes are necessary.

Mrs. Underwood said in other instances a companion document has been used to provide more detailed information. Mrs. Danhof said the how, when, and where of civic literacy should be in the language of expectations, and it should be a requirement. She said examples could be contained in companion documents.

Mrs. Bauer said she thinks it is good to be using a transitional curriculum introducing Michigan in third grade, reinforcing Michigan while introducing the United States in fourth grade, and integrating history in fifth grade. She said it is important to challenge students so they are prepared to compete in a global society. She said the presentation of the information to students is important, and if teachers are using universal design for learning principles to design curriculum they will be able to meet the needs of the learners in the classroom. She said she has received many comments on this issue, and she has shared the document with Social Studies teachers.

Mr. Turner said he agrees with Mrs. Danhof on the participatory aspect of civics, and he agrees with Mrs. Bauer on the introduction of Michigan History in third grade.

Mr. Turner said in recent years there has been declining participation in voting, the most basic form of democracy. He said the civics curriculum needs to be infused in the Social Studies curriculum in ways that encourage people to participate.

Ms. Ulbrich said she agrees that participation should be added to civics. She said she believes many schools are teaching the importance of participation in civics, but it is important to state that in the document.

Mr. Austin said he agrees with Mrs. Bauer regarding the introduction of Michigan History in third grade. He said the level of detail of the standards should be consistent, because it is impossible to be exhaustive of all topics. Mrs. Danhof said she believes this can be accomplished by minor edits to make wording more precise.

Mr. Austin said given the nature of Social Studies with its diversity of disciplines and breadth of possible content, perfection cannot be the enemy of a very good document.

Mrs. Curtin said the document is ambitious, and she is concerned that it appears that two grades of content are being put into third grade.

Mrs. Straus said she is concerned that civics is short changed in elementary school. Dr. Vaughn said there is consensus to strengthen language.

Mrs. Straus said it should be made clear that time frames listed in the charts on page 41 of the elementary document are suggestions and not requirements. Mrs. Underwood said the title will be changed to provide clarity.

V. PUBLIC PARTICIPATION IN STATE BOARD OF EDUCATION MEETING

The following individuals offered comment regarding the K-12 Content Expectations for Social Studies:

- A. Ms. Sandra Clark, Lansing, Michigan. Ms. Clark, representing Michigan Historical Center, provided verbal and written materials. Ms. Clark was joined by Mr. Roger Rosentreter, Editor, *Michigan History for Kids* magazine.
- B. Mr. Thomas J. Costello, Flint, Michigan. Mr. Costello, representing Michigan Council for the Social Studies, provided verbal and written comments.
- C. Ms. Dahia Shabaka, Detroit, Michigan. Ms. Shabaka provided verbal comments.
- D. Ms. Linda Start, Waterford, Michigan. Ms. Start, representing Michigan Center for Civic Education, presented verbal and written comments.
- E. Mr. David McConnell, Hillsdale, Michigan. Mr. McConnell provided verbal comments.
- F. Mr. Larry J. Wagenaar, Ada, Michigan. Mr. Wagenaar, representing The Historical Society of Michigan, provided verbal comments.
- G. Ms. Cynthia Simmons, Alma, Michigan. Ms. Simmons, representing Family and Consumer Science Educators of Michigan, provided verbal comments.
- H. Ms. Amy Roekhuizen, Byron Center, Michigan. Ms. Roekhuizen provided verbal comments.
- I. Ms. Kerry K. Chartkoff, East Lansing, Michigan. Ms. Chartkoff, representing Michigan State Capitol Tour and Information Service, provided verbal comments.
- J. Mr. Matthew J. VanAcker, Lansing, Michigan. Mr. VanAcker, representing Michigan State Capitol Tour and Information Service, provided verbal comments.

- K. Ms. Lois Gibbons, South Lyon, Michigan. Ms. Gibbons, representing Michigan Jumpstart Coalition, provided verbal comments.
- L. Mr. Michael Warren, Beverly Hills, Michigan. Mr. Warren provided oral and written comments.
- M. Ms. Jacqueline Jones, Detroit, Michigan. Ms. Jones, representing United Way for Southeast Michigan, provided verbal comments.

Mr. Flanagan and Mr. Austin ended their telephone connections at 11:35 a.m.

VI. RECESS

The Board recessed from 11:35 a.m. until 12:10 p.m.

VII. APPROVAL OF K-12 CONTENT EXPECTATIONS FOR SOCIAL STUDIES (continued)

Mr. Austin resumed his telephone connection at 12:10 p.m.

Mrs. Straus said there is Board consensus to add specifics to civic literacy to include how, when, and where. Mrs. Underwood said the necessary changes will be made in the documents.

Mrs. Straus said emphasis on civics education needs to be included in the introduction, and added to the definition of civic literacy in the K-8 and high school documents.

After discussion, there was Board consensus to revise the footnote on page 71 of the High School Social Studies Content Expectations as follows: "The Personal Finance expectations ~~may~~ SHOULD be included in high school Economics ~~or~~ AND other ELEMENTARY, middle ~~school~~, ~~or~~ AND high school courses."

Mrs. Underwood said the testing for Social Studies occurs at sixth and ninth grades. She said although there are grade level expectations, what is taught can overlap grades. She said content expectations are mastered in kindergarten through fifth grade prior to the sixth grade assessment. She said instruction of Michigan History can start in third grade and continue into fourth grade including a field trip to the State Capitol, and that decision can be made at the district level. She said another option is to look at expectations and go beyond what is done in third grade and move some of the expectations to fourth grade.

She said assessments have not yet been developed, and the next step is to identify which content expectations are assessed at the state level, and which are included in formative assessment at the classroom level.

Mr. Turner said Michigan History is part of United States History, and it is helpful to relate Michigan to the United States during the fourth grade, integrating Michigan concepts learned in the third grade. He said it is still a good opportunity for fourth grade students to visit the Michigan Capitol.

Dr. Vaughn said during the "roll out" there can be an explanation that there is some latitude within each of the grade level content expectations to move to another grade.

Mr. Austin said given the latitude previously discussed and Mr. Turner's comments, he supports the proposal.

Mrs. Curtin said third grade seems to be heavier in terms of content expectations, and moving some of the expectations to fourth grade would make it more evenly balanced.

Mrs. Straus said it needs to be clear in the introduction that schools have latitude and flexibility to move expectations from grade to grade.

Mrs. Danhof asked if it is now a third/fourth grade set of expectations rather than a set of third grade expectations and a set of fourth grade expectations. She said not every teacher will have the benefit of hearing the explanation at a "roll out" session.

Mr. Turner said perfection should not get in the way of an excellent and greatly improved document that cannot be all inclusive. He said the work group did an excellent job and incorporated public comment, and they are owed a tremendous debt of gratitude. He said the document is a structural framework. He said it is important for the document to note in a variety of places, as it does, that there is flexibility for infusing certain concepts at various stages in the kindergarten through twelfth grade Social Studies curriculum. He said Michigan History should continue throughout Social Studies. He said civic participation and financial literacy have also been strengthened in the document. He said challenging students is important, and testing in sixth grade will require infusion of concepts in other grades.

In response to Mrs. Straus, Mrs. Underwood said companion documents will include points recommended by Board members and public comment. Mrs. Underwood said companion documents are developed based on topics that need more support or clarification as determined by comments and information gleaned during the "roll out" sessions. Mrs. Straus said students should learn the tax structure before discussing tax breaks, and although she would like this to be in the content expectations, it is acceptable to have it included in companion documents.

Mrs. Danhof asked why there are no content expectations for Michigan past statehood. Mrs. Underwood said the fourth grade level could include transitional expectations for the automobile industry, labor unions, underground railroad, copper mines, fruit industry, immigration patterns,

pharmaceutical industry, and furniture industry. Mrs. Underwood said it would be necessary to return to the committee to include these expectations. Mrs. Straus said there is consensus for these items to be mentioned in fourth grade as a transition.

Mrs. Straus said there will be changes in the future as content expectations are used and we learn, and this should be stated at the "roll out."

Mrs. Straus said there is Board consensus that Michigan History will be expanded from the third into fourth grade, and there will be new content expectations beyond statehood created for fourth grade. She said the fourth grade content expectations will include immigration policy, underground railroad, major industries, and labor history. She said major industry is not limited to the automobile industry, and the list is not exclusive.

Mr. Flanagan resumed his telephone connection at 12:50 p.m.

Mrs. Straus said the Arab World consists of more than the Middle East, and that can be included in the companion document. Mr. Turner said there has been discussion regarding the impact of African History, Middle Eastern History, European History, and Asian History on United States History, and he said there is an appropriate balance in the document. Mrs. Carnell said there should be positive contributions about all cultures in the document since we are a global community benefiting from traditions from around the world.

Mrs. Straus said the revised document is a phenomenal accomplishment, and details will be included in the companion document.

Mrs. Straus moved, seconded by Mrs. Danhof, that the State Board of Education approve the K-12 Content Expectations for Social Studies, as presented at the September 11, 2007, Board meeting; as modified in the attachment to the Superintendent's memorandums dated September 24, 2007, and September 28, 2007; and as further modified during discussion as follows:

(1) Participation in civic education to include how, when, and where in the definition of civic efficacy (literacy) in kindergarten through grade 8, and high school;

**(2) Revision of the footnote on page 71 of the High School Social Studies Content Expectations as follows:
"The Personal Finance expectations should be included in high school Economics and other elementary, middle, and high school courses."**

(3) Additional content expectations will be developed for Michigan History beyond statehood to go into the fourth grade, and detailed information will be included in the ensuing companion document;

(4) Identify key individuals across cultures responsible for founding the United States, framing the Constitution, and for moving American society toward or away from its core ideals through civic participation and leadership.

The vote was taken on the motion.

The motion carried unanimously.

VIII. COMMENTS BY STATE BOARD OF EDUCATION MEMBERS

Mrs. Bauer said last week Senator Michael Switalski and Senator Ron Jelinek introduced bills to remove Social Studies from the Michigan Merit Exam. She encouraged Board members to contact the Senators to support Social Studies as a component of the Michigan Merit Exam.

IX. TENTATIVE AGENDA FOR NEXT MEETING

Mrs. Straus said the State Board of Education will meet on October 9, 2007.

X. FUTURE MEETING DATES

- A. October 9, 2007
- B. November 13, 2007
- C. December 11, 2007
- D. January 8, 2008

XI. ADJOURNMENT

The meeting adjourned at 1:00 p.m.

Respectfully submitted,

Carolyn L. Curtin
Secretary